

## Colquitt County 3rd Grade Science Pacing Guide SY 20-21

Grading Timeline	1st -9 Weeks	2nd- 9 Weeks	3rd-9 Weeks	4th- 9 Weeks
Progress Report Window Open	9/2-9/9	11/4-11/11	1/29-2/5	4/15-4/22
Progress Reports Home	9/14	11/16	2/10	4/27
Report Card Window Open	10/1-10/8	12/9-12/17	3/8-3/15	5/17-5/26
Report Card Home	10/13	1/7	3/19	5/26

GRADE	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
<h1>3</h1>	Intro into Engineering Design Process (EDP) -What is a Scientist -Intro into journals and how scientist use journals -Regions-which soil is found and why -Fossils found in certain regions		Habitat-some colder than others Some plants and animals thrive in different climates  Move to physical			Habitat-some colder than others Some plants and animals thrive in different climates  Move to physical		Pollution and Conservation  (pullback in regions, soil, etc.		
Standards	S3L1c,S3E1 a,b,c,S3E2 a, b,c <b>S3L1. Obtain, evaluate, and communicate</b> information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of		S3L1 a,b, c,S3P1 a, b,c <b>S3L1. Obtain, evaluate, and communicate</b> information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.			S3L1 a,b, c,S3P1 a, b,c <b>S3L1. Obtain, evaluate, and communicate</b> information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.		S3L2 a,b <b>S3L2. Obtain, evaluate, and communicate</b> information about the effects of pollution (air, land, and water) and humans on the environment. <b>a. Ask questions</b> to collect information and create records of sources and effects of pollution on the plants and animals.		

	<p>Georgia.</p> <p><b>c. Use evidence to construct an explanation</b> of why some organisms can thrive in one habitat and not in another.</p> <p><b>S3E1. Obtain, evaluate, and communicate</b> information about the physical attributes of rocks and soils.</p> <p><b>a. Ask questions and analyze data</b> to classify rocks by their physical attributes (color, texture, luster, and hardness) using simple tests. (Clarification statement: Mohs scale should be studied at this level. Cleavage, streak and the classification of rocks as sedimentary, igneous, and metamorphic are studied in sixth grade.)</p> <p><b>b. Plan and carry out investigations</b> to describe properties (color, texture, capacity to retain water, and ability to support growth of plants) of soils and soil types (sand, clay, loam).</p> <p><b>c. Make observations</b> of the local environment to construct an explanation of how water and/or wind have made changes to soil and/or rocks over time. (Clarification statement: Examples could include ripples in dirt on a playground and a hole formed under gutters.)</p> <p><b>S3E2. Obtain, evaluate, and communicate</b> information on how fossils provide evidence of past organisms.</p> <p><b>a. Construct an argument</b> from</p>	<p><b>a. Ask questions to differentiate</b> between plants, animals, and habitats found within Georgia’s geographic regions.</p> <p><b>b. Construct an explanation</b> of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.</p> <p><b>c. Use evidence to construct an explanation</b> of why some organisms can thrive in one habitat and not in another.</p> <p><b>S3P1. Obtain, evaluate, and communicate</b> information about the ways heat energy is transferred and measured.</p> <p><b>a. Ask questions</b> to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.)</p> <p><b>b. Plan and carry out an investigation</b> to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.)</p> <p><b>c. Use tools</b> and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)</p>	<p><b>a. Ask questions</b> to differentiate between plants, animals, and habitats found within Georgia’s geographic regions.</p> <p><b>b. Construct an explanation</b> of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.</p> <p><b>c. Use evidence</b> to construct an explanation of why some organisms can thrive in one habitat and not in another.</p> <p><b>S3P1. Obtain, evaluate, and communicate</b> information about the ways heat energy is transferred and measured.</p> <p><b>a. Ask questions</b> to identify sources of heat energy. (Clarification statement: Examples could include sunlight, friction, and burning.)</p> <p><b>b. Plan and carry out an investigation</b> to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects. (Clarification statement: The use of both Fahrenheit and Celsius temperature scales is expected.)</p> <p><b>c. Use tools</b> and every day materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials. (Clarification statement: Conduction, convection, and radiation are taught in upper grades.)</p>	<p><b>b. Explore, research, and communicate</b> solutions, such as conservation of resources and recycling of materials, to protect plants and animals.</p>
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	<p>observations of fossils (authentic or reproductions) to communicate how they serve as evidence of past organisms and the environments in which they lived.</p> <p><b>b. Develop a model</b> to describe the sequence and conditions required for an organism to become fossilized. (Clarification statement: Types of fossils (cast, mold, trace, and true) are not addressed in this standard.)</p>			
<p>Resource Links</p>	<p><b>State Standards:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>GYSTC Resource Guide Units 1, 2, 3</b></p> <p><b>State Units and Resources:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Pacing-Guide-Rocks-Soils-Fossils-of-Georgia.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Pacing-Guide-Rocks-Soils-Fossils-of-Georgia.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Rocks-Soils-Fossils-of-Georgia.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Rocks-Soils-Fossils-of-Georgia.pdf</a></p> <p><a href="https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Lab-My-Soil-Record.pdf">https://www.georgiastandards.org/Georgia-Standards/Documents/Science-3rd-Instructional-Segment-1-Lab-My-Soil-Record.pdf</a></p>	<p><b>State Standards:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>GYSTC Resource Guide Units 4</b></p> <p><b>State Units and Resources:</b>  <a href="https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf">https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf">https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/ab1479b8-3279-49b9-b4e7-e">https://lor2.gadoe.org/gadoe/file/ab1479b8-3279-49b9-b4e7-e</a></p>	<p><b>State Standards:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>GYSTC Resource Guide Units 3</b></p> <p><b>State Units and Resources:</b>  <a href="https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf">https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf">https://lor2.gadoe.org/gadoe/file/7fd9314b-e072-4405-9399-c09d298dab08/1/Third%20Grade%20Science%20Instructional%20Segment%20Two%20Pacing%20Guide%20Under%20the%20Sun%20Pacing%20Guide.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/ab1479b8-3279-49b9-b4e7-e">https://lor2.gadoe.org/gadoe/file/ab1479b8-3279-49b9-b4e7-e</a></p>	<p><b>State Standards:</b>  <a href="https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx">https://www.georgiastandards.org/Georgia-Standards/Pages/Science-Grade-3.aspx</a></p> <p><b>SLDS-TRL Tab</b></p> <p><b>GYSTC Resource Guide Units 5</b></p> <p><b>State Units and Resources:</b>  <a href="https://lor2.gadoe.org/gadoe/file/c300fcfd-e6e1-432f-a4bf-d9332b76c3bd/1/Third%20Grade%20Science%20Instructional%20Segment%20Three%20Pacing%20Guide%20Pollution%20and%20Conservation.pdf">https://lor2.gadoe.org/gadoe/file/c300fcfd-e6e1-432f-a4bf-d9332b76c3bd/1/Third%20Grade%20Science%20Instructional%20Segment%20Three%20Pacing%20Guide%20Pollution%20and%20Conservation.pdf</a></p> <p><a href="https://lor2.gadoe.org/gadoe/file/6bbd1fd0-256a-4c6e-99c4-8388d79545d6/1/Third-Grade-Science-Instructional-Segment-3-Pollution-and-Conservation-with-supports.pdf">https://lor2.gadoe.org/gadoe/file/6bbd1fd0-256a-4c6e-99c4-8388d79545d6/1/Third-Grade-Science-Instructional-Segment-3-Pollution-and-Conservation-with-supports.pdf</a></p> <p><a href="https://www.discoveryeducation.com/">https://www.discoveryeducation.com/</a> (login information)</p>

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<p>Assessment Resources</p>	<p>EOG Content Weights: <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil</a></p>	<p>EOG Content Weights: <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil</a></p>	<p>EOG Content Weights: <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil</a></p>	<p>EOG Content Weights: <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Mil</a></p>

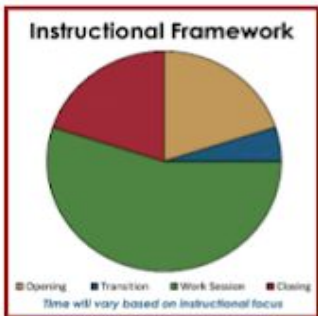
<p><a href="#">estones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p> <p>Achievement Level Descriptors  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf</a></p> <p>EOG Study/Resource Guide  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf</a></p>	<p><a href="#">estones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p> <p>Achievement Level Descriptors  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf</a></p> <p>EOG Study/Resource Guide  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf</a></p>	<p><a href="#">estones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p> <p>Achievement Level Descriptors  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf</a></p> <p>EOG Study/Resource Guide  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf</a></p>	<p><a href="#">estones/Content%20Weights/ContentWeights_EOGCharts_August_2019.pdf</a></p> <p>Achievement Level Descriptors  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/ALD/ALDS_for_Grade_3_Milestones_EOG_Science.pdf</a></p> <p>EOG Study/Resource Guide  <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/Study-Resource%20Guides/EGA025_GR03_FLMA_SG_0001_20200218.pdf</a></p>
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**Possible District Approved Field Trips**

Virtual field trips offered through GYSTC

Grade	Trip	Standard
3rd	Destination Ag	S3S3E1.a, SS3E3, S3L1

The Social Studies Standards-Based Classroom Instructional Framework provides a common language of instruction in order to successfully implement high quality practices. The tool can be used to develop lesson plans as well as a guide for teachers to reference during instruction. It is imperative that an opening, transition, work and closing is addressed with each lesson.



**PERVASIVE LESSON PRACTICES**  
 Teacher will embed pervasive practices throughout lesson based on instructional focus

**Literacy Across the Content:**

- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/reading to learn

**Writing Across the Content**

- Content writing
- Writing process
- Writing to learn

**Vocabulary Development:**

- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in three-dimensional learning

**Formative Assessment:**

- Formal assessments
- Informal assessments
- Standards-based feedback

**Classroom Culture:**

- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse
- Emphasizes safety practices

**OPENING**

**Teacher:**

- Introduces phenomena to engage students in investigations
- Engages students/accesses prior knowledge and makes connections by encouraging them to ask questions
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Models science and engineering practices and questioning based on crosscutting concepts

**Student:**

- Accesses prior knowledge
- Asks thought-provoking and clarifying questions.
- Participates in classroom discussions; engages in investigations and analyzes thinking

**TRANSITION TO WORK SESSION**

**Teacher:**

- Provides guidance to engage in exploration of phenomena
- Helps students in identifying routines to engage in collaboration
- Introduces organizing tools
- Reviews success criteria and expectations for work

**Student:**

- Engages in exploration of phenomena
- Participates in discussion
- Prepares organizing tools
- Asks questions or define problems

**WORK SESSION**

**Teacher:**

- Facilitates independent and small group work; scaffolds learning tasks
- Engages students in the 3-dimensions of science instruction
- Monitors, assesses and documents student progress and provides standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Conferences formally and informally with students

**Student:**

- Engages in independent or collaborative learning
- Demonstrates proficiency of science and engineering practices, crosscutting concepts and core disciplinary ideas
- Completes conceptually rich performance tasks, research or guided practice
- Conferences with teacher and receives standards-based feedback

**CLOSING**

**Teacher:**

- Formally or informally assesses student understanding
- Asks questions targeting students' explanations and claims to provide feedback
- Provides phenomena that challenges students' explanations
- Engages students in summarizing learning and celebrates progress toward mastery of standard(s)
- Identifies next steps for instruction based on data analysis

**Student:**

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria